

Unit of Study:
Inferring
Jan. 3-Feb. 25, 2005

Enduring Understandings: Focus

Week 1: Jan. 3- 7: introduce inferring: good readers make inferences when they read

Week 2: Jan 10- 13: readers determine meanings of unknown words by using their schema, paying attention to textual and picture clue, rereading, and engaging in conversations with others.

Week 3: Jan 18-21: Readers make predictions about text and confirm or contradict their predictions as they read on.

Week 4: Jan. 24-28: Readers use their prior knowledge and textual clues to draw conclusions and form unique interpretations of text.

Week 5: Jan. 31- Feb. 4: Readers know to infer when the answers to their questions are not explicitly stated in the text.

Week 6: Feb. 7-11: Readers create interpretations to enrich and deepen their experience in a text.

Week 7: Feb. 14-18: Readers know to infer when the answers to their questions are not explicitly stated in the text.

Week 8: Feb. 22-25: Readers synthesize new ideas and information, extending their literal understandings of the printed page. Readers understand that we use all our strategies at one time.

Anchor Mini Lessons:

Week 1/Jan. 3-7:

Monday: Review anchor chart: Thinking about Reading. Tell students we are going to be learning a new comprehension strategy. Do not identify at this point. (ELDRC) Show students the book Corduroy by Don Freeman. Start by asking what do expert readers do first? (Picture Walk) Why? (To get our mind ready to read. To turn on our schema.) Think aloud during picture walk.

Tuesday: Review anchor chart: Thinking about Reading. Introduce new anchor chart: (See attached) "What am I Thinking and What is the Evidence?" Read book: thinking aloud: "I can make a reasonable guess based on the facts or evidence presented in the text along with my prior knowledge to *read between the lines*. See example on example anchor chart. Recreate on large chart paper and fill in as thinking aloud.

Wednesday: Review anchor chart from day before. "What do we notice" Have children go K2K, then share: guide discussion: as we read we go beyond what the words in the text say and draw a new conclusion. A personal meaning is created. Add to anchor chart.

Thursday: Read: Good Dog Carl by Alexandra Day; Think Aloud first few pages as to what is happening. Let children join in. As they state their predictions, always ask them to substantiate why? Back up their Thinking!

Friday: Review anchor charts; Introduce new *I Predict strategy sheet*. This can be used for the read aloud for the day or for any new book that they pick out. Read: Fireflies by Julie Brinkloe; Model how to complete *I Predict Strategy Sheet*

Week 2/ Jan. 10-13

Monday: Read aloud the first few pages of Where Are You Going, Manyoni? Think aloud about the meanings of words like *baobab*, *Limpopo*, and *bushpig*. Model rereading,

using schema and picture clues to infer meaning.(see below what they need to notice, be sure and model everything.)

Model several other words in the same way, then ask students: "Think a minute about what you just saw and heard me doing to infer the meanings of words I didn't understand. What did you notice?" Have children go K2K, then turn and share with group. Children should notice: rereading, paying attention to the words, looking closely at picture, using my schema, taking my time, thinking really hard. Add to anchor chart.

Tuesday: Reread text from day before, reviewing what we learned. Introduce anchor chart: "*What can you do to help yourself figure out the meaning of an unknown word?*" Finish reading book: Listen carefully as I read and if you hear a word you don't understand, raise your hand and we'll work together to infer its meaning." Infer meaning of: *forages*, *pan* and *kloof*. Read about ½ way.

Wednesday: Talk about what we remember and what we learned from our work. Reread the book and when I get to part we stopped, again ask children to raise their hands if they hear a word they don't understand, adding that day's words and our thinking to the chart. Check the glossary at the end of the book, mark our definitions with a "C" if confirmed or "X" if contradicted by the glossary.

Thursday: Review anchor chart: Ask: What did we Learn? Have children go K2K, then share with class. Add learning's to bottom of anchor chart: *We inferred the meanings of words by using the pictures, using our schema, the words in the text, rereading, thinking, and listening to the ideas of others.*

Week 3/Jan 18-21

Tuesday: Read aloud the 1st few pages of The Royal Bee, stopping to infer meanings for unknown words such as *yangban*, *sangmin* and *Royal Bee*, giving children some background knowledge about the culture of Korea at the time of the story. Stop when Song-ho is told to go home. Ask children: "So what are you thinking? What do you predict will happen next?" Children go K2K, then share thinking with class. Record predictions on 2-column chart: "Our predictions and the thinking behind them" Be sure and ask each student after their predictions what the thinking is behind it. Go back to the text and tell students to listen as I reread and see if they hear anything else that might have helped you predict he'd get to go to school and learn to read and write. Add the children's thinking and mine to the chart. Confirm predictions and mark with "C" for confirmed. (stop when prediction is confirmed)

Wednesday: review story, then continue reading, but stop when we learn that only one pupil will be chosen to represent the Sodang School. Give the children a 2-coloumn note form (see attached)asking them to predict who will go to the Royal Bee on one side and to record the thinking behind their prediction on the other.

Thursday: Share predictions/thinking from Wednesday. Continue reading the book, confirming predictions. Talk about what did we learn? Add to anchor chart.

Friday: Review anchor chart. Read poem: Fear of Frying (on chart paper) Think aloud: read each stanza and make inferences. Choose vocabulary words and infer what they mean; Discuss how thinking changes from beginning to end.

Week 4/Jan 24-28

Monday: Read poems from Creatures of the Earth, Sea, and Sky. Choose poems that lend themselves best to dramatic interpretation and copy on chart paper (see list) Have students help in reading, modeling decoding skills: look at 1st letter, last letter, point and slide; chunking, little words inside big words; thinking about the story, etc.

Tuesday: Reread poems, but tell students: think carefully about the poems as I

reread them. Which one is most interesting to you? Which one makes you think: 'Hmmm...what is this poem really about?' Choose one you'd like to understand better. Once you've decided, go to the poem you want to learn more about. (grouping) Take it with you and find a place in the room you can work well. You will have about 15 minutes to build on each other's ideas and figure out how your group can best interpret the poem you've chosen. Give them each a copy of the poem and a blank 2 column form used previously to help mark up the text. Give them 15 min. to think about how they can act out the poem.

Regroup: Discuss: are you ready or do you need more time. Encourage more time. You can either work together for a while longer or go on to readers' workshop time.

Wednesday: Tell students: "I'm going to give you 5 minutes to review your poem with your group. When we come back you can share your dramatic interpretation with the class" Give students 5 minutes, regroup. Let each group share their interpretations.

Thursday: Read the poem: Catch Me If You Can

Model decoding skills

Model thinking aloud at each stanza. Let children join in.

Friday: on chart paper have the poem by Georgia Heard I am a _____.

Read, then have several other students read, practicing decoding skills.

Then give children a copy of the poem on a 2-column note form (see attached) Children work individually to complete form and write their inferences.

Week 5/Jan. 31-Feb.4:

Monday: model questions/what is noticed on a picture walk. Write questions down on post its. (How Many Days to America by Eve Bunting)

Tuesday: Begin reading aloud and model my questions as I read. 3 or 4 pages in invite children to share their questions. Add them to mine in my notebook. After school write questions on chart paper

Wednesday/Thursday: go back into the text and began answering some of the questions. Think aloud how I'm using my schema, the pictures, and the words in the text to help me infer answers; gradually allow children in to do the same, recording our thinking on the chart. Focus on one question at a time so that children see how to extend dialogue by building on the conversation of others. Mark questions answered in book with an "A" Mark questions that we inferred an answer with "I" and unknown with "?"

Friday: finish if necessary, but move to "What did we Learn" Add to chart.

Week 6/Feb. 7-11

Monday: Ask students: "Have you ever read a book that changed the way you thought or felt about something? Have you ever read a book that made you feel you were a better person for having read it? Maybe you learned something about yourself that you never knew before, looked at an issue from another point of view, or changed your thinking about something you once believed to be true?" Describe how I have: talk about reading Esperanza (show them book) Briefly describe book and how I learned that Mexican Americans were held in internment camps during WW II. I had not known that, yet I studied history in college. Keep this light, but understandable. It changed how I thought about some of our practices in America and how I thought about certain things. BRIEFLY!!!!!! Move quickly to reading Miss Maggie by Cynthia Rylant. Talk to children about how authors want their readers to take something away from their book and that they want to leave their readers with something to think about and remember. Books can help you think about important things in new ways. As I read Miss Maggie, be thinking about what Cynthia Rylant might want you to think about and remember.

Tuesday: Review quickly previous day's discussion about what authors want their

readers to do. Reread Miss Maggie. Have children write a written response: what was the author trying to tell us.

Wednesday: Have students share written responses to Miss Maggie. Remind children about what authors want us as readers to do. Read *Oliver Button Is a Sissy* by Tomie dePaola. Have children write a written response: what was the author trying to tell us.

Thursday: share written response to Oliver Button. Remind students again about what authors often try to do. Read *Fireflies*, children write written responses.

Friday: repeat; read Something Beautiful; children write written responses.

Week 7/Feb. 14-18

Monday: Read aloud: Gettin' Through Thursday

Before reading: discuss possible meanings of title. Make predictions about the story.

During reading: Make connections. Discuss story

After reading: confirm/deny predictions, clear up misconceptions; discuss story.

Tuesday: Quickly review Gettin' Through Thursday. Review what inferring meanings.

Create anchor chart: Connections + Clues = inference

Think aloud: Tight Times

Reading just a few pages, model inferring again for students using think aloud. Show thinking using post its. Students should observe behaviors and be able to discuss what they saw modeled.

Wednesday: Review student observations and story. Continue reading Tight Times. Give students post its/paper to record their thinking. As I'm reading, continue to record my thinking and allow students to record their inferences. After reading, allow students to share inferences K2K; Then have them share with the whole group. Discuss the strategy asking: *What did we learn and How else can I use this strategy?*

Thursday: using the poem *The Secret Place* by Tomie dePaola. Read together so that emerging readers can read poem. Then have students work independently to read the poem and use a recording sheet to record their inferences from the text.

Friday: Share student responses. Read the Art Lesson and make connections. Review Inferring. Make T-T connections of Gettin' Through Thursday and Tight Times.

Week 8: Feb. 22-25

Tuesday: Read *Jabberwocky*: Be sure and read with fluency and expression; Ask children when finished: "How did I do?" Children will respond that I read with fluency. Ask them what the poem was about. Students will not be able to respond. Tell students: this is why we work on reading comprehension strategies, because Reading is about making meaning. Refer to anchor chart. Tomorrow we will begin our strategy work to understand this poem. (do not show pictures)

Wednesday/Thursday: Reread *Jabberwocky*; Write words down that we do not understand on a 3 column chart: Word/inference/why we think that. At end of each day reread poem with correct words and with word we inferred. (do not show pictures)

Friday: reread poem with expression 2 times: once with correct words and once with words we inferred. Then have students draw picture of what they think is happening in the poem. (visualizing)

Share time: show pictures in the book as reading poem, Share students' pictures. Discuss how we did...did we create meaning. Play CD *Jabberwocky*.

Enduring Questions

1. What is the difference between a prediction and an inference? (equation)
2. How do I answer questions not explicitly stated in the text? (inferring)
3. Why do we infer...connections...visualize? (To make meaning!)
4. How do we use all our strategies at one time? (not all strategies work on all types of books or for all types of readers: background knowledge plays a big part;)

Mentor Text Needed

1. Corduroy by Don Freeman
2. Good Dog Carl by Alexandra Day
3. Where Are You Going, Manyoni by Catherine Stock
4. The Royal Bee by: Frances Park
5. Creatures of the Earth, Sea, and Sky by Georgia Heard
6. How Many Days to America by Eve Bunting
7. Esperanza
8. Miss Maggie by Cynthia Rylant
9. Oliver Button is a Sissy by Tomie dePaola
10. Fireflies by Julie Brinkloe
11. Something Beautiful by Sharon Dennis Wyeth
12. Gettin' through Thursday by Melrose Cooper
13. Tight Times by Barbara Shook Hazen
14. Poem: The Secret Place by Tomie de Paola
15. The Art Lesson by Tomie dePaola
16. Jabberwocky by Lewis Carroll
17. Twilight Comes Twice by Ralph Fletcher
18. In November by Cynthia Rylant
19. Nocturne by Jane Yolen

Group Work for Readers' Workshop Time:

Book Basket of Poetry (include poetry inference form used)

Book Basket of Alexandra Day Books (Inferring strategy sheet)

Book Basket of Tomie dePaola Books (inferring strategy sheets/T-S/T-T/T-W sheets)

Book Basket of Non Fiction: ____Weather ____ (NF facts sheets)

____Butterflies ____

____Our Bodies ____

____Insects ____

Include all strategy sheets for reporting

Readers' Theatre (Parent Volunteers)

Emergent: Who Sank the Boat
The Mouse The Frog and The Little Red Hen
Hide and Seek
Teddy Bear Teddy Bear
Thirty Days Hath September
The Original Vastly Superior Song of Three Blind Mice
Five Little Monkeys
31 Ways to Eat Peanut Butter
Don't Eat This Alphabet

More Fleuent: Henny Penny
Teeny Tiny Woman
The Lion and the Mouse
The Goose That Laid the Golden Egg
Caps for Sale
The Enormous Turnip
Where's Willy
The Snake on Second Avenue

Materials Needed:

1. Revised "*I Predict*" strategy sheets. Model on large laminated chart; strategy sheets in pocket chart. (attached)
2. 2-column note form for prediction/thinking behind Royal Bee
3. Fear of Frying poem on chart paper (see attached copy) laminate so can be reused.
4. 6 poems from Georgia Heard's Poetry:
 1. "Dressing Like a Snake"
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
5. Chart paper poem: Catch Me If You Can; Laminate so can be reused. See attached.
6. Chart paper poem: I am a ____ by Georgia Heard
 - a. create 2 column format for inferring poetry; one per student; see attached
7. Written response papers for Miss Maggie, Oliver Button is a Sissy, Fireflies, and Something Beautiful
8. post its for Tight times. Create 2 col/8 boxes sheet to record post its (see attached)
9. The Secret Place: on chart paper and individual copies. (See attached)
10. Inference/word level for thinking/strategy sheets pocket chart (see attached) Create laminated one for modeling
11. Prepare RT script's/copy enough for each reader/laminate

Anchor Charts:

1. Thinking About Reading
2. What am I Thinking? What is the Evidence?
3. What can you do to help yourself figure out the meaning of an unknown word?
4. Our predictions and the thinking behind them
5. Questions Chart for How Many Days to America.
6. Connections + Clues = Inference (see attached)
7. Titles: Animals Used as Characters/lessons Taught/story structure for Wm. Steig (see attached)
8. Jabberwocky

Assessment: Evidence of Student Understanding

1. MPIR (Major Point Interview for Readers)
2. 2 column note form for inferring poetry/Georgia Heard poem "I Am a _____"
3. Written Responses to Miss Maggie, Oliver Button is a Sissy, Fireflies, Something Beautiful.
4. Inferences from *The Secret Place*.
5. Reading Conferences in addition to MPIR
6. Jabberwocky visualizing sheets
7. Anecdotal notes as we progress through lessons.

Student Self Assessment

1. Thinking Journals
2. Goal Setting
3. Strategy Thinksheets during readers' workshop

Skills Reinforcement: Ties to other areas of curriculum

Writing:

1. Writers compose text that allows, even encourages their readers to make accurate predictions and draw meaningful conclusions. (writers workshop: organization)
2. make assumptions about their audiences background knowledge that shape the ideas and/or information they include in their writing. (writers workshop: audience)

Math:

1. predict, generalize and estimate (estimation jar)
2. read a problem, make problem solving decisions based on their conceptual understanding of math concepts (i.e. fractions, operations, etc.) (math message)
3. compose like a write by drawing pictures, using charts, and creating equations(math message, math journal)
4. solve problems in different ways and support their methods through proof, number sentences, pictures, charts and graphs (math message, math journal, class survey ques.)
5. use reasoning and make connections throughout the problem solving process (math message, math journal; new ideas)
6. conjecture (infer based on evidence) (math message, math journal, new ideas)
7. use patterns (consistencies) and relationships to generalize and infer what comes next in the problem solving process.(calendar, new ideas, math message, math journal)

Word Work: Vocabulary

1. Close Activities: Begin by creating simple close statements by deleting one word from an informational sentence. Invite readers to combine what they now about the syntactic and semantic knowledge of language with their schema and generate possible words that would make sense in the cloze blank:
 1. The car skidded out of control, and crashed through the railing over the _____. Possible words: cliff, embankment, bridge, road. Emphasize that readers rely primarily on previous knowledge to fill in the blanks when the author provides no obvious clues in the text.
 2. Invite children to examine additional close examples in which clues to the possible missing word(s) are included in the subsequent text and in order to make sense, a proficient

reader would need to read on, gather information, then infer the missing word. (i.e. The car skidded out of control and crashed through the railing on _____. The boat below was halfway through the bridge and missed being hit)

1. Choose vocabulary words from a selection of non-fiction books on weather. List words on chart paper: hail, cold front, coast, hurricane, sleet, Gulf Stream, lightning, stratus, upper air disturbance, thunderstorm, fog, tornado. Ask students if they can predict which of these terms might be connected to each other and why. "I would connect hurricane and tornado because they both involve very windy conditions." As students respond, draw a line connecting the 2 words or phrases. Accept all responses; remind students that these are merely predictions. Words may be used more than once: a hurricane might also be connected to coast since hurricanes occur off the coast. In addition, three words can be connected together if a student can justify his/her response. Keep these words up in the room so that they can be referred to.

2. Repeat process for several days, connecting list of words to NF book basket activities.

3. Encourage children to do this independently during readers' workshop on postits/in Thinking Journal and share during share time.

1. Children start keeping a Word Collection Journal. Staple together paper/construction paper.

Children find interesting words in their reading.

Activity: Model word journal; Show them an interesting word I found: affluenza (found in a newspaper) Children begin to infer meaning with teacher: Break it into parts and connect it to influenza. Find interesting words in: Twilight Comes Twice/In November/Nocturne

1. Add 5 words per week to HF word wall;

a. Jump, shout, cheer, etc. type activities

b. on the back/chunks

c. Making words: review Words Their Way analysis for Dec. for picking lessons to meet class/students needs. Emergent writers/readers can work with parent volunteers also for beg/end consonant needs

d. Differentiate homework from WTW for phonics/word sorts

1. Name Origins

a. find word meanings on internet

b. students interview parents as to where name came from

c. Share with students: "A good friend of mine named Tylene. Tylene was a miracle baby. She was born in a taxi that had to stop at a gas station on the corner of Tyler Ave. Her mom put Tyler and gasoline together, creating Tylene. I'm not sure Tylene's mother knew how to spell asoline. It makes for an interesting conversation." Show children what their name means from internet source; homework: interview parents about where their name came from and write story to share with class.

Sources:

1. Mosaic of Thought List Serve
2. Reading With Meaning by Debbie Miller
3. A Child's Journey Into Reading: Comprehension Strategies: A Literacy Handbook for Teachers by Carolyn Astle Damschroder M.ED., Ec/Gen
4. Lessons in Comprehension by Frank Serafini
5. Spotlight on Comprehension by Linda Hoyt
6. Mosaic of Thought by Ellin Keene
7. ISBE website for standards/assessment activities
8. Readers' Theatre for Young Children
9. A Readers Theatre Treasure of Stories
10. Readers Theatre/More Scripted Rhymes and Rhythms
11. Word Savvy: Integrated Vocabulary, spelling and word study; by Max Brand
12. Making Words by Patricia Cunningham; a systematic approach to phonics instr.
13. Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction

Standards Addressed:

Goal 1/Standard A/B: Read with Understanding and Fluency

Apply word analysis and vocabulary skills to comprehend selections

Goal 1/Standard 2A: Understand how literary elements and techniques are used to convey meaning in fiction and non fiction.

Goal 2/Standard 2A2B: Students will read and understand how literary elements and techniques are used to convey meaning. Students will read and understand literature representative of various societies, eras, and ideas.

Goal 4/Standard A/B: Listen effectively in formal and informal situations. Speak effectively using language appropriate to the situation and audience.

Name: _____ Date: _____

The Secret Place
By: Tomie dePaola

Inference

Stanza 1	It was my secret place- down at the foot of my bed- under the covers.	
Stanza 2	It was very white.	
Stanza 3	I went there with a book, a flashlight, and the special pencil that my grandfather gave me	
Stanza 4	To read – and to draw pictures on all that white	
Stanza 5	It was my secret place for about a week –	
Stanza 6	Until my mother came to change the sheets.	

What is happening in this poem? _____

Name: _____ Date: _____

I Predict

Title of Book: _____

I predict that: _____

I think that because: _____